

Textbook Alignment to the Utah Core – Pre-Calculus

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____

Name of Company and Individual Conducting Alignment: McHugh and Associates

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

- ☐ On record with the USOE.
- ☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Pre-Calculus Core Curriculum

Title: Advanced Mathematics ©2003 **ISBN#:** SE: 978-0-618-25037-0 / **TE:** 978-0-618-25039-4

Publisher: McDougal Littell

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: N/A %

STANDARD I: Students will use the language and operations of algebra to evaluate, analyze and solve problems.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>100 %</u>		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: <u>N/A %</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i>
Objective 1.1: Compute with matrices and use matrices to solve problems.				
a.	Represent real-world situations with matrices.	SE: xxxiii (Matrices example), 517-519, 520 (Class Exercises #7-8), 521 (#15-16), 522 (#22-24), 523, 524 (Example 2), 525 (#9), 527-529, 536 (#25-26), 537-542, 543-550, 551, 561 (#4, 6-7), 563 (#24-25) TE: T57 (#1, 4), T58 (#6-7), T71 (#21), 516B (14-1 Communication, 14-2 Assessment), 525 (Additional Examples #2), 537 (Teaching Notes Warm-Up Exercises #1-5), 544 (Additional Examples #1)		

b.	Add, subtract and multiply (including scalar multiplication) matrices using paper and pencil and computer programs or calculators.	<p>SE: 517-522, 523-529, 532 (Example 1), 533 (Example 3), 534 (Class Exercises #4), 535 (#9-14), 536 (#23-27), 541 (#8b), 544 (Example 2), 543-550, 560 (Chapter Test #1-2), 561 (#4-5, 7), 563 (#21-23, 25)</p> <p>TE: T57 (#1-2, 4), T58 (#6-7), T70 (#18a, 19a, 20), T71 (#21), 518 (Additional Examples #1b), 524 (Additional Examples #1), 525 (Additional Examples #2), 530 (Warm-Up Exercises #1-2), 531 (Making Connections), 532 (Additional Examples #1), 533 (Additional Examples #2), 543 (Warm-Up Exercises #1, 3)</p>		
c.	Demonstrate that matrix multiplication is associative and distributive, but not commutative.	<p>SE: 525 (#1-6, 9), 526 (#11-14), 560 (#3)</p> <p>TE: 522 (Exercise Notes), 516B (14-1 Review)</p>		
d.	Determine additive and multiplicative identities and inverses of a matrix when they exist.	<p>SE: 530-536, 561 (#5), 563 (#22-23)</p> <p>TE: T57 (#3), 532 (Additional Examples #1)</p>		
e.	Solve systems of linear equations with up to three variables using matrices.	<p>SE: 533 (Example 3), 535 (#15-18), 536 (#23-24), 561 (#5), 563 (#23)</p> <p>TE: T57 (#5), T70 (#19d), 533 (Additional Examples #2)</p>		

Objective 1.2: Analyze the behavior of sequences and series.				
a.	Describe a sequence as a function where the domain is the set of natural numbers.	<p>SE: 474 (Definition of a Sequence, Example 1), 475 (Example 2), 476 (Written Exercises #11-16), 477 (#17-28), 480 (Activity #1b, 2b, Example), 481 (Written Exercises #11-18), 482 (#21a, 22a), 483 (#29a, 30a), 484 (#31d, 32), 515 (#1, 5-6a), 562 (#11)</p> <p>TE: T56 (#1, 5), T69 (#10c-d), T70 (#11c-d, 11f, 12c-d, 12f), 474 (Additional Examples #1), 475 (Additional Examples #2), 481 (Additional Examples Cont. #2), 506 (Warm-Up Exercises #1-6)</p>		

b.	Represent sequences and series using various notations.	<p>SE: 473-478, 479-485, 486-492, 493-498, 500-505, 506-509, 515 (#1, 5-6, 10, 11, 12), 562 (#11-12), 563 (#17, 19)</p> <p>TE: T56 (#1, 4-6, 10-12), T69 (Review of Discrete Mathematics (Chapters 12-14), #10c-d), T70 (#11c-d, 12c-d, 14b-c, 16), 472B (13-2 Review), 472D (13-6 Presenting the Section), 474 (Additional Examples #1), 480 (Motivating the Section, Additional Examples #1), 481 (Additional Examples cont. #2), 487 (Mathematical Note), 488 (Mathematical Note, Additional Examples), 494 (Additional Examples #1), 501 (Additional Examples 1-2), 506 (Motivating the Section), 507 (Additional Examples #1-2)</p>		
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c.	Identify arithmetic and geometric sequences and series.	<p>SE: 473-474, 476 (Class Exercises #1-11, Written Exercises #1-10), 477 (#17-28), 480 (Activity #1a, 2a), 488 (#1-3), 489 (#11-14), 502 (Example 3), 515 (#1), 562 (#11)</p> <p>TE: T56 (#1), T69 (#10a), T70 (#11a, 12a), 474 (Additional Examples #1), 501 (Additional Examples #2)</p>		
d.	Discover and justify the formula for a finite arithmetic series.	SE: 486-487		
e.	Discover and justify the formulas for finite and infinite geometric series.	SE: 487-488, 500-501		

STANDARD II: Students will understand and represent functions and analyze function behavior.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100 %</u>		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>N/A %</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i>
Objective 2.1: Analyze and solve problems using polynomial functions.				
a.	Raise a binomial to a power using the Binomial Theorem and Pascal's Triangle.	SE: 591-593, 595 (Chapter Test #8), 711 (#6) TE: T59 (#8), 591 (Additional Examples #1-2)		
b.	Determine the number and nature of solutions to polynomial equations with real coefficients over the complex numbers.	SE: 32, 34 (#11-14), 36 (#35-36), 51 (#19), 75-80, 82, 83 (Class Exercises #5-7), 84 (#13-22), 85-91, 93 (#8-10, 13-14), 116 (#5, 10) TE: T43 (#19), T44 (#4, 8-13), 75 (Warm-Up Exercises #1-3), 76 (Additional Examples #1-2), 81 (Additional Examples #1), 82 (Additional Examples cont. #2), 85 (Assessment Note #1-2), 86 (Assessment Note #1-2), 87 (Additional Examples #1-2)		

c.	Factor polynomials to solve equations and real-world applications.	<p>SE: 30 (Example 1), 35 (#1-4), 37 (Warm-Up Exercises #1-5), 40 (Example 3), 51 (#18a), 66 (13-18), 80-81, 83 (Class Exercises #1-2, 4, Written Exercises #1-11), 84 (#12), 93 (#9), 116 (#14)</p> <p>TE: T43 (#19), T44 (#9), 33 (Additional Examples #2), 81 (Additional Examples #1)</p>		
d.	Understand the relationships among the solutions of a polynomial equation, the zeros of a function, the x -intercepts of a graph and the factors of a polynomial.	<p>SE: 30, 37-42, 51 (#20-21), 53-54, 55 (#9-12), 56 (#1-12, 14b), 57 (#23-25, 27), 60 (Example 2, #4), 61 (#11-16, 25-26), 62-68, 75-79, 80-84, 93 (#2, 4-6, 8-10), 116 (#6-7, 10, 14)</p> <p>TE: 38 (Additional Examples #1), 39 (Additional Examples cont. #2), 43 (Warm-Up Exercises #1-5), 54 (Additional Examples #1), 62 (Warm-Up Exercises #1-5), 64 (Mathematical Note, Additional Examples #1), 65 (Additional Examples #2), 75 (Warm-Up Exercises #1-3), 76 (Additional Examples #1-2), 81 (Additional Examples #1), 82 (Additional Examples cont. #2), 83 (Assessment Note)</p>		

e.	Write an equation with given solutions.	<p>SE: 14-18, 44 (Example 1), 45 (Written Exercises #1-4), 46 (#7-8), 47 (#9-10), 50 (#6-10), 51 (#22), 67 (#21-24, 29-30), 68 (#37-40), 87 (Examples 1-2), 89 (#13-16), 90 (#19-26), 93 (#6, 13), 116 (#2, 7-8, 11, 15)</p> <p>TE: T42 (#6-9), T44 (#6, 12), T65 (#1e), 15 (Additional Examples #1-2), 21 (Additional Examples cont. #2), 46 (Additional Examples cont. #2), 65 (Additional Examples cont. #2), 87 (Additional Examples #1-2)</p>		
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Objective 2.2: Model and graph functions and transformations of functions.				
a.	Model real-world relationships with functions.	<p>SE: 19-25, 42 (#35-36), 43-48, 51 (#11, 22), 69 (Examples 1-2), 71 (#1-5, 9), 68-73, 93 (#7), 129 (#27), 130 (#28, 31), 131 (#39), 151-156, 157-165, 169-170, 172 (#3-4), 173 (#13-20), 174 (#33-36), 176 (Example 2), 177 (Example 5, Class Exercises #13), 178 (#15-16), 179 (#37-41)</p> <p>TE: 45 (Additional Examples #1), 46 (Additional Examples cont. #2), 69 (Additional Examples #2), 152 (Additional Examples #1), 171 (Additional Examples #1)</p>		
b.	Graph rational, piece-wise, power, exponential and logarithmic functions.	<p>SE: 166 (#2), 193, 726-728, 734, 749 (#2), 783 (#2)</p> <p>TE: T46 (#2a), T63 (#3), T72 (#2), 727 (Additional Examples #1-2)</p>		
c.	Identify the effects of changing the parameter a in $y = af(x)$, $y = f(ax)$, $y = f(x - a)$, and $y = f(x) + a$, given the graph of $y = f(x)$.	<p>SE: 37, 131 (Activities #1, 3), 132, 134, 135 (#1a, 1c), 136 (#1-4), 138-145, 254 (#5)</p> <p>TE: T46 (#7), T66 (#13), 132 (Assessment Note), 134 (Additional Examples #1a, 1c), 138 (Warm-Up Exercises #1-4), 139 (Additional Examples #1c-d)</p>		

Objective 2.3: Analyze the behavior of functions.			
a.	Identify the domain, range and other attributes of families of functions and their inverses.	<p>SE: 1, 4 (#6-8), 5 (Written Exercises #9-10), 7-13, 30, 32, 37-42, 48 (Chapter Summary #1c-d), 49 (#2-3, 5, 7), 50 (#8, Chapter Test #4, 10a), 51 (#20), 53, 54 (Example 1), 55 (#1-4), 56 (#1-12), 119-124, 146-150, 165 (Chapter Summary #1-3), 166 (#6-9, Chapter Test #1-2), 167 (#5, 7, 9)</p> <p>TE: 10 (Additional Exercises #1), 38 (Additional Examples #1), 39 (Mathematical Note), 43 (Warm-Up Exercises #1-5), 53 (Assessment Note #1-2), 54 (Additional Examples #1)</p>	
b.	Approximate instantaneous rates of change and find average rates of change using graphs and numerical data.	<p>SE: 774-780, 781 (Chapter Summary #5), 782 (#6-7)</p> <p>TE: T64 (#6-7), 774 (Warm-Up Exercises #1-5), 775 (Communication Note, Mathematical Note), 776 (Communication Note, Additional Examples #1), 777 (Additional Examples #2)</p>	

c.	Identify and analyze continuity, end behavior, asymptotes, symmetry (odd and even functions) and limits and connect these concepts to graphs of functions.	<p>SE: 131-137, 166 (#6), 167 (#5), 254 (#3), 717-725, 726-728, 748 (#1-2), 749 (Chapter Test #1-2), 783 (#1-2)</p> <p>TE: T46 (#6), T63 (#1-3), T72 (Review of Limits and Introduction to Calculus #1-2), 132 (Assessment Note), 133 (Mathematical Note), 134 (Additional Examples #1), 135 (Additional Examples #2), 718 (Example Note), 719 (Using Technology), 720 (Additional Examples 1-2), 726 (Warm-Up Exercises), 727 (Additional Examples #1-2, Error Analysis)</p>		
d.	Determine intervals over which a function is increasing or decreasing, and describe the intervals using interval notation.	<p>SE: 764-768, 769-774, 781 (Chapter Summary #3-4), 782 (Chapter Test #3-4), 783 (#10)</p> <p>TE: T64 (#3-4), T73 (#8), 764 (Using Technology), 765 (Additional Examples #1), 766 (Additional Examples cont. #2), 769 (Warm-Up Exercises #1-4)</p>		

e.	Relate the graphical representation of discontinuities and end behavior to the concept of limit.	SE: 718-724 TE: T63 (#2), T72 (#1e), 718 (Example Note, Using Technology), 719 (Example Note, Using Technology), 723 (Exercise Note, Assessment Note)		
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STANDARD III: Students will use algebraic, spatial and logical reasoning to solve geometry and measurement problems.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100 %</u>		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>N/A %</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
Objective 3.1: Solve problems using trigonometry.				
a.	Define the six trigonometric functions using the unit circle.	<p>SE: 268-274, 275-277, 279 (Class Exercises #10-14), 280 (#11-18), 282-283, 285 (Class Exercises #5), 286 (#13-18, 23-28), 292 (#4-5), 293 (#6, 8-10), 416 (#5, 7-8)</p> <p>TE: T50 (#6, 8-10), T67 (Review of Trigonometry #1), 268 (Additional Examples #1), 269 (Additional Examples cont. #2), 271 (Problem Solving), 272 (Exercise Note), 275 (Warm-Up Exercises #1-4, Mathematical Note), 276 (Additional Examples #1), 282 (Warm-Up Exercises #1-4), 283 (Additional Example #1), 286 (Warm-Up Exercises #1-6)</p>		

b.	Prove trigonometric identities using definitions, the Pythagorean Theorem or other relationships.	SE: 271 (#7, 317-320, 321 (#25-28), 322 (#29-36, 37e, 42) TE: 318 (Mathematical Note), 319 (Additional Examples #2), 320 (Exercise Note)		
c.	Simplify trigonometric expressions and solve trigonometric equations using identities.	SE: 319 (Example 1), 320 (#4-8), 321 (#1-24), 323-327, 329 (#8-10), 417 (#14-15) TE: T51 (#8-10), T67 (#3, 5), 319 (Additional Examples #1), 324 (Additional Examples #1-2)		
d.	Solve problems using the Law of Sines and the Law of Cosines.	SE: 345-349, 350-354, 356 (#17-19), 357 (#29-32), 359-363, 365 (#6-10), 417 (#17-20) TE: T52 (#6-10), T68 (#10-15), 346 (Additional Examples #1), 347 (Additional Examples cont. #2), 350 (Warm-Up Exercises #1-2), 351 (Mathematical Note, Additional Examples #1), 352 (Additional Examples cont. #2), 359 (Warm-Up Exercises #1-4), 360 (Additional Examples #1), 361 (Additional Examples cont. #2), 364 (Chapter Summary #3)		

e.	Construct the graphs of the trigonometric functions and their inverses and describe their behavior, including periodicity and amplitude.	<p>SE: 278, 279 (Class Exercises #15, 17), 280 (#19-20), 283-284, 285 (#10), 286-288, 291 (#22-24), 293 (#12), 301-303, 304 (#1-6), 305, 306 (#17-18, 27-28), 308-310, 313 (#9-14), 329 (#5), 416 (#9, 13)</p> <p>TE: T51 (#5), T68 (#7), 301 (Warm-Up Exercises #1, 3), 302 (Mathematical Note, Example Note, Error Analysis), 303 (Additional Examples #1), 308 (Warm-Up Exercises #1-6), 309 (Mathematical Note, Example Note), 310 (Additional Examples #1)</p>		
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Objective 3.2: Graph curves using polar and parametric equations.				
a.	Define and use polar coordinates and relate them to Cartesian coordinates.	SE: 395-396, 397 (Example 2), 399 (#1-4), 400 (#1-12), 401 (#23), 417 (#25-26), 403 (Warm-Up Exercises #1-2) TE: T54 (#1), 395 (Warm-Up Exercises #1-3), 396 (Assessment Note, Review Note), 397 (Error Analysis), 398 (Additional Examples#1)		
b.	Represent complex numbers in rectangular and polar form, and convert between rectangular and polar form.	SE: 403-404, 405 (#1-9), 406 (#1-12), 414 (#1) TE: T54 (#4), 407 (Warm-Up Exercises #1-6)		
c.	Translate equations in Cartesian coordinates into polar coordinates and graph them in the polar coordinate plane.	SE: 396 (Example 1), 397 (Example 3), 398 (Example 4), 399 (#5), 400-401 (#13-22, 24-34), 402 (#38), 415 (#2-3), 417 (#27) TE: T54 (#2), T69 (#18-19), 399 (Additional Examples cont. #2)		

d.	Multiply complex numbers in polar form and use DeMoivre's Theorem to find roots of complex numbers.	<p>SE: 404-405 (Example 3, #10-11), 406 (#17-27), 407-414, 415 (Chapter Summary #5-6, Chapter Test #4-8), 417 (#29-31)</p> <p>TE: T54 (#4-8), T69 (#20), 405 (Additional Examples cont. #2), 407 (Warm-Up Exercises #5-6), 408 (Additional Examples #1-2), 412 (Warm-Up Exercises #1-4, Motivating the Section, Additional Examples #1), 413 (Additional Examples #2)</p>		
e.	Define a curve parametrically and draw parametric graphs.	<p>SE: xxxi-xxxii, 397 (Example 3), 433-434, 435 (#Class Exercises #1, 3, Written Exercises #1-8), 436 (#9-13, 15-16, 19), 437 (#23b, 24b, 25-27), 438-440, 468 (#2c), 469 (#5), 562 (#6)</p> <p>TE: T55 (#5), 432 (Additional Examples #1), 433 (Additional Examples cont. #2), 434 (Mathematical Note)</p>		

Objective 3: Solve problems involving the geometric properties of conic sections.				
a.	Write equations of conic sections in standard form.	<p>SE: 213, 219-220, 222 (Class Exercises #7-9, Written Exercises #1-18), 225 (#50-53), 225-227, 228 (Class Exercises #1d, Written Exercises #12-15), 230 (#38-41), 231, 234 (1c, 2), 235 (#19-22), 237 (#43-44), 238, 239 (Example 2, #2b), 241 (#1-8), 252 (#2-5), 253 (#3, 6, 7, 10), 255 (#19, 21)</p> <p>TE: T49 (#3,6-7, 9, 11), T67 (#19b, 19d), 221 (Additional Examples #1), 227 (Additional Examples #1), 232 (Additional Examples #1), 239 (Additional Examples #2)</p>		

b.	Identify the geometric properties of conic sections (i.e., vertex, foci, lines of symmetry, directrix, major and minor axes and asymptotes).	<p>SE: 220 (Example 1), 222 (Class Exercises #1-6), 225-227, 228 (Class Exercises #1a-1c, 2, Written Exercises #1-6), 231-233, 234 (#1, 3a-c), 235 (#1-8, 11-12), 238, 239 (Example 1), 240 (#4-7, Written Exercises #1-8), 241 (#26-31), 253 (#4, 8-9), 255 (#19-20, 22)</p> <p>TE: T49 (#4, 10), T67 (#19), 220 (Error Analysis), 233 (Additional Examples cont. #2), 235 (Error Analysis), 238 (Warm-Up Exercises #1-5), 239 (Additional Examples #1)</p>		
c.	Solve real-world applications of conic sections.	SE: 249 (#3), 250 (#13-14)		

STANDARD IV: Students will understand concepts from probability and statistics and apply statistical methods to solve problems.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <u>100 %</u>		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: <u>N/A %</u>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i>
Objective 4.1: to calculate approximate probabilities.				
a.	Obtain sample spaces and probability distributions for simple discrete random variables.	SE: 597-604, 605-612, 613-618, 622 (#7-14), 624-629, 636 (Chapter Summary #1-9), 637 (#1-6), 711 (#7-10) TE: T60 (#2-6), T71 (#3-4), 597 (Warm-Up Exercises #1-5), 598 (Error Analysis), 600 (Additional Examples #1-2), 605 (Warm-Up Exercises #1-4), 608 (Additional Examples #1), 609 (Additional Examples cont. #2), 614 (Additional Examples #1-2), 624 (Warm-Up Exercises #1-6), 625 (Additional Examples #1), 626 (Additional Examples #2)		
b.	Compute binomial probabilities using Pascal's Triangle and the Binomial Theorem.	SE: 613-618, 637 (#3), 711 (#9) TE: T60 (#3), 614 (Additional Examples #1-2)		

c.	Compute means and variances of discrete random variables.	<p>SE: 641-642, 643 (Class Exercises #1-3a, Written Exercises #1-4), 644 (#5a), 645 (#11b, 12b, 13a), 646 (#7b, 18b, 19), 648 (#25), 653-659, 680 (#2), 681 (#2b, 5), 712 (#15)</p> <p>TE: T61 (#2b, 5), T71 (#5f), 640 (Additional Examples #1), 641 (Additional Examples #2), 642 (Making Connections), 653 (Warm-Up Exercises #2), 657 (Additional Examples #1-2)</p>		
d.	Compute probabilities using areas under the Normal Curve.	<p>SE: 660-669, 680 (#5), 681 (#6), 712 (#16)</p> <p>TE: T61 (#6), T71-72 (Review of Data Analysis #5h, 7), 660 (Warm-Up Exercises #3-4), 661 (Motivating the Section), 664 (Additional Examples #1), 665 (Additional Examples #2), 667 (Assessment Note)</p>		
e.	Calculate parameters of sampling distributions for the sample average, sum and proportion.	<p>SE: <i>Opportunities to address this standard can be found on the following pages: 669-674</i></p> <p>TE: 671 (Cooperative Learning)</p>		
f.	Calculate probabilities in real problems using sampling distributions.	<p>SE: <i>Opportunities to address this standard can be found on the following pages: 669-674</i></p> <p>TE: 671 (Cooperative Learning)</p>		

Objective 4.2: Analyze bivariate data using linear regression methods.				
a.	Fit regression lines to pairs of numeric variables and calculate the means and standard deviations of the two variables and the correlation coefficient, using technology.	SE: 689 (#9-12), 690 (#18-20), 712 (#19)		
b.	Compute predictions of y -values for given x -values using a regression equation and recognize the limitations of such predictions.	SE: 689 (#13-17), 692 (Example 1d), 694 (#9b-c), 695 (#10c), 698 (Example 1c), 702-703 (#16c, 18c), 704 (20c-d, 22c), 705 (#b), 706 (#2b, 3b, 4b, 5c-d), 707 (#6c, 7c), 708 (#10c), 709 (#13b), 710 (#7b), 712 (#22c) TE: T62 (#7b), T72 (#6d, 9b-c, 10b), 684-685 (Additional Examples #2c)		
c.	Compute and use the standard error for regression.	SE: <i>Opportunities to address this standard can be found on the following pages:</i> 684 (Example 1), 687 (Class Exercises #2), 689 (#9-12, 15-16), 690 (#18-20) TE: <i>Opportunities to address this standard can be found on the following pages:</i> 684-685 (Additional Example 2)		